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ABSTRACT

This provides board policy samples and other policy resources on advisory committees. The intent in providing policy samples is to encourage thinking in policy terms and to provide working papers that can be edited, modified, or adapted to meet local requirements. Topics covered in the samples include use of advisory committees as a means of community involvement in decisionmaking, roles of advisory committees in decisionmaking, composition and tenure of advisory committees, and procedures for advisory committees. (Author/JF)

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POLICIES for BETTER ADVISORY COMMITTEES

#72-55

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. . . a school board policy development kit
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BOARD POLICIES FOR BETTER ADVISORY COMMITTEES

EPS cat. no. 72-55 September, 1972

This is the 18th in a continuing series of kit-booklets issued to help school boards develop written policies in key subject areas. All policy samples and other policy resources reproduced herein have been selected from the files of the Policy Information Clearinghouse of the National School Boards Association's Educational Policies Service (EPS/NSBA) and coded to the EPS/NSBA policy codification system.

The intent in providing policy samples is to encourage thinking in policy terms; to provide "something to start with"--working papers to be edited, modified, or adapted to meet local requirements. Administrators of EPS/NSBA member organizations should file this booklet for continuing reference in their master copy of the Educational Policies Reference Manual.

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EPS/NSBA POLICY INFORMATION CLEARINGHOUSE
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As idea-givers, working under board policy, advisory committees can contribute much to the betterment of the schools...

Editor's Note: Ben Brodinsky, author of this issue's background discussion, is an education writer and consultant who is also a member of the school board in Old Saybrook, Conn. He is past president of the Educational Press Association of America and former Editor-in-chief of Croft Educational Services.

THE SCHOOL BOARD CHAIRMAN cleared his throat and began addressing the newly-named Citizens Advisory Committee:

"Well, gentlemen, I'm happy to have you with us. You've all received letters of invitation to serve on this grandiose body. I'll say this for our board secretary--he writes a good, short letter. A little vague, but friendly--don't you think?

"This is a great day for our school district. I've always thought it'd be nice to have more citizen participation. Or, involvement, as they say nowadays. And here we are about to have it. We have some problems in our schools, and we can use people like you. After all, you represent the finest in our citizenry. My gosh, here you are--a banker, a lawyer, a contractor, an insurance tycoon (if I may say so, Tom). We need your kind of hard-nosed experience in the school business.

"So, let's get to work, eh? I'm not going to tell you what to do. And I'm not going to tell you how to do it. The schools are yours. And we here on the board and on the staff are your servants, right? So go ahead, and attack the problems as you see them. Use any of the facilities we have. After all, your taxes are paying for them. Put the staff and principals to work. And the superintendent, too. If he tells you he's busy, maybe he's busy on the wrong things, eh?

"I know you'll come up with great ideas. Take your time. There's no rush. And when some of your wonderful ideas sort of jell, tell us what to do and we'll do it. After all, you're the people. Yes, The Great Big Wonderful People. Thanks."

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IN ANOTHER DISTRICT, ANOTHER SCHOOL BOARD CHAIRMAN cleared his throat, and began addressing a newly-named Citizens Advisory Committee:

"Ladies and gentlemen, I'm happy you've accepted our invitation to serve on the Citizens Advisory Committee on Adult Education. I trust you had a chance to go over the materials we sent you--on the board's legal duties, how we function, and how you can work with us.

"The board has a strong interest in adult education. But we need you, as citizens, to help us gauge how deep is the need in our community for adult programs, how extensive the interest, and what the schools can do generally to serve the educational needs of the adult population. The board will welcome your suggestions. We shall weigh them; consider them; debate them, if necessary; and adopt as many of them as the majority of the board approves.

"I'm delighted to see on this committee a young adult--you've just turned 19, haven't you, Rick? And I see a senior citizen, two working mothers, a grandfather--a group that truly represents our community's make up. Share your thinking with the board. We welcome citizen ideas that can help us hammer out sound principles for improving our schools.

"The board has asked the superintendent to work as closely with you as his time will permit. You may need clerical help, technical information, and so on. Work these problems out with Superintendent Berger. By resolution, this committee is set up for one year. You're probably eager to get to work. Many thanks for responding to our call."

One Will Succeed and One Will Fail

Check these two statements, one against the other. There is palpably something wrong with the make-up of the first committee. It is obviously poor strategy to urge a newly-appointed group to "attack the problems of education," or to lead its members to believe that the board will accept all their "wonderful ideas."

The sharp differences between the two statements, however, is that the first reflects a school board which has no clear ideas as to <u>why</u> the citizens advisory committee was set up--except some vague reasons of "involvement." The second statement suggests that the board not only has good reason for the group but has thought through problems of a working relationship.

It can almost be deduced that the chairman of the first board of education spoke without reference to policies dealing with citizen advisory committees; the second chairman probably had the benefit of a number of policies to guide him. One of these boards will be successful in working with advisory committees. The other will fail.

Reasons for Being--the Fake and the Valid

Board members who are about to develop policies on citizen advisory committees are in the spirit of the times. "Involvement" <u>is</u> a timely word,

and a citizens committee can be an excellent instrument for involving parents and taxpayers, for tapping the wisdom and knowledge that exist among men and women in all walks of life.

Much good can come from advisory committees--but much mischief as well. Many succeed; just about as many fail. They can save the day for a school system that has a troubling problem; on the other hand, they may not be worth the trouble of organizing.

As an institution of human beings, the citizens advisory committee must have a clear reason for existence--or it doesn't deserve to exist. Once it comes to life, it must have care and nurture for orderly work, within limits set by the board. The limits are to be on operations, rather than on thinking or freewheeling for ideas. The committee should have freedom to produce the results for which it was created. Then it should go out of existence, or it will continue to dangle as a bothersome appendage.

So, when board members begin to hear calls for creation of a citizens committee, the first question to face and explore forthrightly, is "Why?" Why, indeed, call upon busy parents and taxpayers to become involved in school district affairs?

There is one legitimate reason (to which we shall come in a moment). But many spurious reasons are used for pushing the creation of committees. Although some may not always be advanced openly, they nevertheless lurk in the back of some board members' minds. If brought to light, these spurious reasons would stare at us in the following words:

- Free labor: If we had a citizens committee maybe it could dig up the facts we need on the 12-month school year.

- Rubber stamp: I'll bet a bottom dollar we could set up a citizens committee to OK our new policies on smoking and get the parents to accept them, too.

- Shock absorber: We've taken enough abuse on that new high school building plan. Let a citizens committee get some of the flack.

- Front-man promoter: We got cut down again on those sex education courses. Don't you think a citizens committee could push them through next year...

- S.O.S. team: We aren't getting anywhere with the fiscal people, and now we're in a head-on fight with the teachers. Don't you think a citizens committee could....

No, a citizens committee can't. An advisory committee can rarely bail out an ineffective board of education. While in some instances, committees can, in limited ways, serve as free labor, rubber stamps, shock absorbers, or promotion agents, these are dubious achievements.

The desirable purpose for a citizens committee is summed up in these words of the second chairman:

"We welcome citizen ideas that can help the board hammer

out sound principles for improving our schools."

These words declare that the board isn't abandoning its role; isn't transfering its responsibilities; isn't expecting the citizens to do its thinking on educational issues. These words make clear that the board is searching for ideas so that it may carry out its role more effectively.

Proper Roles for Citizens Committees

With false notions about committees out of the way, and with a forthright principle to guide you, you can now start drafting policies which place citizens committees in their proper capacity--as advisers, not as operators; as idea-givers for policies, not as policy-makers; as new direction-pointers, not as backers of the status quo.

Advisers are to be prized and respected. Citizen advisers to the board should probably be held in special regard. For, here we have the people's representatives offering assistance, on a volunteer basis, to a public body on one of society's serious undertakings--the schooling of children. It follows, then, that citizens advisory committees should not be created for little tasks nor utilized for frivolous purposes. Written board policy should underscore that advisory committees will be set up only for major purposes, to carry on significant work.

In places where citizens committees have worked out successfully, the tendency might exist to appoint one whenever the board faces a dilemma, and then to appoint another and another. Avoid that trap. Turn to the citizens committee primarily when the board needs extra ideas or directions for

- Clarifying goals for the school system
- Long-range planning
- Significant curriculum reconstruction
- Significant organizational changes

It is proper, too, to turn to the citizens group for insights on topics new to the board or to the school district. If your school system hasn't had much experience with, say, adult education, summer school offerings, or special education, a citizens group might be helpful in these areas.

But the citizens committee makes its finest contribution when it helps the board sense the coming of changes. Boards do become enmeshed in pressing operational tasks. Quite often, as a result, they fail to see what's ahead. The community's population pattern may be changing, from white collar to blue collar; the district's economic base may be slipping away; the people's values may be in advanced stages of alteration. Boards may not perceive these changes; citizens committees may be especially sensitive to them.

Crises and conflict in a school district are likely to tempt school boards to lean on the shoulders of a citizens group. But times of trouble are probably the worst for the creation and the existence of an advisory panel. The committee is likely to become embroiled in the

fight--and lose its usefulness. In turn, the board may be accused of recruiting citizens to fight its battles.

So don't expect citizens committees to put out educational fires or to bring peace to a community caught in school controversy. It will be more fruitful to write policies which encourage committees to anticipate crises and to charge them with the challenge to propose directions which will prevent educational dissension.

Operating for Success

Give a citizens committee a clear objective, and help it develop rules for operating, and it will most likely succeed. Deny it one, or the other, or both, of these ingredients, and it will most likely fail. Written policies should set forth both the board's general ideas about committees and specific purposes intended for specific committees. The administration should be able to work out a modus operandi for each group.

There are, however, four aspects of committee life which are subject to board wishes, whether set forth in statements of policy or as suggestions for the administration. Each of these aspects can be shaped only as the board makes its decisions and its choices:

- How is the committee to be appointed? Usually, it is named by the board itself. But there are other approaches. It could be named by municipal officials; or by civic groups; and always, hopefully, with cooperation of the board. And how are vacancies to be filled--by the board, by the committee itself, or by some outside agency? Each board has to answer these questions for itself.

- What should be the make up of the committee? Are you interested in specific individuals, or in representative types of citizens? Is it important to have an accurate representation of the district's population, or is it more important to name people with special knowledge or interests? In the committee being selected are such factors as these of any significance--parenthood, age of children in school, occupation, religion, politics, sex, economic status?

- What is the committee's tenure? The board should have the sole word regarding the length of the committee's life. Should it be one year? Two years? Is the committee to go out of existence automatically when it finishes its task? Does it continue until the board takes specific action to renew or terminate it? Answers to these questions should be given in the board resolutions or formal statements of policy governing citizens committees.

- How will operational matters be handled? How should the committee get necessary clerical help, duplicating services, mailing facilities? What kinds of minutes or other records should it keep? May the committee set up special task forces? How frequently should it report to the board--and through what channels? How should relations with the press be handled? Should committee statements intended for the public be cleared by the board, by the administration, or both?

You may decide to write a policy which leaves such questions to be worked out by the administration. As a board, you need not concern yourself too much with the committee's operations details. The board should primarily be interested in the committee's product. When you draft policies on citizens committees indicate what distinct products, or series of products the board expects. The product may be a report on findings; a series of recommendations; proposals for changes in board policy on curriculum, instruction, personnel, auxiliary services; or suggestions for actions to be taken by the board.

Whatever the committee produces deserves board consideration. The unkindest cut against any committee is to ignore--overtly or covertly--its results. A board of education owes its citizens committees the courtesy of follow-up action. This does not mean approval of everything the committees have said and done. Just as committees should not serve as rubber stamps for the board, the board should not serve as a rubber stamp for its committees. Candid and forthright interaction between a board of education and its citizens committees can work for the good of the schools. Board policies on citizens advisory committees should be steeped in the spirit of honesty and forthrightness.

--Ben Brodinsky

ADVISORY COMMITTEES

School boards should enlist citizen groups to assist and counsel them, making certain that three principles are followed:

1. citizen groups should be broadly representative;

2. recommendations should be based on research and facts;

3. recommendations should be submitted to school boards which alone have the authority to act upon them.

SOURCE: Statement of Beliefs and Policies of the Delegate Assembly, National School Boards Association
DATE: 1968

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ADVISORY COMMITTEES

School board members are elected to represent the interests of the public in the management of the public schools. In order to carry out this task, it is essential that board members keep in touch with public opinion and at the same time present the schools' needs to the public. Advisory committees of local citizens contribute to this two-way flow of information.

The Hardy County Board of Education shall make it a practice to utilize Citizen Advisory Committees to assist in the development of educational policies and programs; to seek solutions to specific problems confronting the schools, and enlist public support for action programs to alleviate these needs; and to provide for an interchange of ideas and points of view between school officials and members of the community.

Members of citizens advisory committees shall be recommended by the Superintendent and appointed by a majority vote of the full membership of the Board meeting in official session.

The utilization of advisory committees shall be consistent with these principals adopted by the National School Boards Association: Citizen groups should be broadly representative; recommendations should be based on research and facts; and recommendations should be submitted to school boards which alone have the authority to act upon them.

SOURCE: Hardy County Public Schools, Moorefield, W. Va.
DATE: 9/1/70

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ADVISORY COMMITTEES

Participation by the Public.

The Board of Education recognizes that the public has resources of training and experience useful to schools. The strength of the local school district is in large measure determined by the degree to which these resources are tapped in an advisory way and to the degree that these resources are involved in supporting the improvement of the local educational program.

The Board shall encourage the involvement of citizens both as individuals and as groups to act as advisers and resource people in the following manners:

1. In the development of broad policy statements for the guidance of the professional staff to use in managing the schools

2. In the development of administrative regulation and procedures to implement policies

3. In the identification of or the development of the objectives of the course of study

4. In the assessment of and the evaluation of the educational program

5. In those instances where the specific talents of the lay person or persons complement and extend the instructional services of the classroom teacher

6. In solving specific problems

7. In serving as advisory people to curriculum development projects.

The advice of the public will be given careful consideration. In the evaluation of such contributions, the first concern will be for the educational program as it affects the pupils. The final decision may depart from this advice when in the judgment of the staff and the Board such advice is not consistent with goals adopted by the Board, current educational practice, or within the reach of the financial resources available.

SOURCE: Special School District #1, Minneapolis, Minn.
DATE: 4/25/67

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ADVISORY COMMITTEES

The Board of Trustees declares its intent, in appointing a citizens advisory committee to share with the community the responsibility for a decision which may have a significant effect upon the tax structure or financial obligations of the district or may result in significant changes in the district's educational program.

The Board declares its intent to give serious consideration to whatever action may be recommended or suggested by the advisory committee but reserves the right to reject such action in whole or in part.

Citizens advisory committees will receive full logistical support from the resources of the district. This support will include clerical assistance, postage, local transportation for the purpose of on-the-spot investigations by the committee, research, and the assistance of district employees as experts on particular subjects.

The citizens advisory committee shall not be authorized to obligate the district for the payment of any funds in connection with the committee's work.

If the committee determines that the expenditure of public funds is required for the furtherance of the assigned task, it shall so report to the Board which will take action according to the circumstances and the law relating to such matters.

Citizens advisory committees shall meet at times and places convenient to its members

At the first meeting of the committee a representative of the Board shall be present to explain to the committee the reason for its being called into existence and the task that the Trustees hope the committee will accomplish.

Further meetings of the committee shall not be attended by the Trustees or by an employee of the district unless by invitation from the president of the committee.

The district office shall make appropriate news releases concerning the appointment, activities, reports, and dissolution of any citizens advisory committees.

All meetings of committees shall be open to the public but the public shall not interfere with nor disturb the meetings in any manner.

SOURCE: Anaheim Union High School District, Anaheim, Calif.
DATE: 1972

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ADVISORY COMMITTEES

The Board shall, when it deems advisable, appoint Citizens' Educational Advisory Committees to assist the Board in research projects, long-range studies, development of policies or educational goals. To this end, the following policies shall apply:

1. The composition of a Citizens' Advisory Committee shall take into consideration such factors as representativeness of the community background of members, relating to the specific tasks delegated to the committee.

2. Appointments to a Citizens' Advisory Committee shall be made by the Board.

3. Each Citizens' Advisory Committee shall be appointed to consider a specific task, and shall be charged with presenting a report on the area of its concern by a specified date. Upon submission of its report, the committee shall be discharged.

4. The function of each Citizens' Advisory Committee shall be solely to make studies and present recommendations. No committee shall be charged with the implementation, if any, of its report. Any action stemming from any report shall rest with the Board.

SOURCE: Independent School District No. 271, Bloomington, Minn.
DATE: 12/7/66

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ADVISORY COMMITTEES

The Board of Education of the Monroe Public Schools recognizes the fact that well-informed citizens contribute substantially to the successful operation of the school.

Therefore, it is the policy of the Monroe School Board that committees of citizens shall be appointed when deemed necessary to assist the Board in the study of issues that may face the school system.

Such committees shall serve in advisory capacity only and without pay, studying the issues and proposing recommendations based upon the analysis of these issues. Final action and responsibility in all cases shall remain with the Board and shall be based on a majority vote of the members elect.

SOURCE: Monroe Public Schools, Monroe, Mich.
DATE: 3/8/71; revised 11/8/71

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ADVISORY COMMITTEES

Any Advisory Committee should be approved or sponsored by the Board. The Board will, in consultation with the Advisory Committee, help to define the scope of its task, outline the approach to the study, and set a terminal date for the study to be completed.

An Advisory Committee, when approved, will work directly with the Board concerning matters requiring extensive study and major decisions for the development of policies for a sound educational program. The Board is responsible for the establishment of all policies pertaining to the schools. An Advisory Committee, consequently, will serve in the role of a recommending body which, after study, would report directly to the Board.

Members of an Advisory Committee are to be approved or chosen either by the Board or by a selection committee named by the Board. Members will consist of persons chosen as representatives of the community rather than as representatives of organizations and members chosen in terms of the task to be done. Ex-officio members will include at least one member of the Board; the Superintendent or his representative; and at least one other member of the administrative staff.

Members of an Advisory Committee will be expected to devote considerable time to the task of the committee; to choose its own leadership and undertake its own organization for effective action; to meet periodically with the Board to render interim reports or to request a change in task or procedure; to consult with qualified resource personnel of the community, local schools, State Department of Education, colleges, universities, and other responsible sources; to make recommendations only after all available pertinent facts have been obtained, analyzed, and interpreted; to render final recommendations in a written report to the Board, with the report also including the reasoning behind each recommendation; and to meet with the Board to discuss the final recommendation.

All publicity and reports will be released through the Board.

An Advisory Committee upon completion of their specific assignment and acceptance by the Board of their final report will be considered dissolved and an appropriate letter recognizing the contributions made will be forwarded to all members of the committee.

SOURCE: Monroe Public Schools, Monroe, Mich.
DATE: 3/8/71; revised 11/8/71

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ADVISORY COMMITTEES

Advisory committees should be appointed only when there is a definite function to be performed. This function should be indicated to the committee in writing when it is appointed, and specific topics for study or well-defined areas of activity shall be assigned in writing to each committee immediately following its appointment.

Advisory committees shall be appointed primarily to advise the Board. In general, individual members of such committees shall not be requested to perform specific services for the Board. Unique talents of members can best be utilized on a consultative basis. Neither shall advisory committees be appointed to advise on matters requiring decision by the Board, unless adequate time is available for a thorough study by the committee.

Each committee shall be instructed as to (1) the length of time each member is being asked to serve; (2) the service the Board wishes it to render; (3) the resources the Board intends to provide to help it complete its job; (4) the approximate dates on which the Board wishes it to submit reports; (5) the time and place of the first meeting; (6) the Board policies governing citizens committees to help clarify relationships from the beginning; (7) its relationships with the Board as a whole, with individual Board members, with the Superintendent, and with the other members of the professional staff; and (8) the approximate date on which the Board wishes to dissolve the committee.

Upon completing its assignment, each committee either shall be given new problems or shall be dissolved promptly. No committee shall be allowed to continue for prolonged periods without a definite assignment. The Board shall have the sole power to dissolve any of its advisory committees and shall reserve the right to exercise this power at any time during the life of any committee.

Publicity.

The Board shall see that the public is made aware of the services rendered by such committees of citizens as it may appoint and shall see that the public is informed of all major conclusions and recommendations made by such committees. All public announcements concerning the organization, membership, operation, recommendations, and dissolution of such committees shall be made at such a time and in such manner as the Board may choose.

SOURCE: Fairfax County Public Schools, Fairfax, Va.
DATE: 12/18/67

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ADVISORY COMMITTEES

1. In order to increase communications with the public and provide citizen involvement in problem-solving at the school level, the Board of Education will authorize, on request from principals, the formation of pilot Citizens School Advisory Committees at individual schools for a period of one year, with the proviso that (1) each such school committee is appointed by the Board with recommendation of members by principal of the school; (2) the committee include at least one member of the school's PTA Executive Committee; and (3) the committee membership be representative of the attendance area served by the school.

2. The Board will charge all Citizens School Advisory Committees with promoting the highest standards of excellence in the school it services and the Alfred I. duPont School District at large by

   a. Providing two-way communications with its attendance area through regular reports to the Board on concerns and accomplishments about the school or the District.

   b. Examining the program and priorities of the school it serves and the District at large and making appropriate recommendations to the principal or to the Board through the Superintendent.

   c. Conducting any studies requested by the Board.

   d. Hearing prior to the appearance before the Board any delegation or individual on matters affecting the school served by the committee and providing recommendations to the principal or the Superintendent in an attempt to resolve problems at the school level. (Personnel problems affecting individual staff members shall not come before Citizens School Advisory Committees.)

3. The Board sets the following guidelines for operation of all Pilot Citizens School Advisory Committees:

   a. Within two months after appointment each committee will submit for approval by the Board its by-laws for operation which clearly spell out the purpose of the committee, its advisory function, officers and method of election, method to be used in selecting committee nominees including length of service, and method of amending the by-laws.

   b. Committees shall meet at least four times a year with a representative of the principal and of the faculty present at each meeting.

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c. Minutes shall be taken at each meeting, with a copy sent within one week after the meeting to the principal, the Superintendent through his Administrative Assistant for Communications, and the school's PTA President.

d. Clerical and duplication work needed by the committee that cannot be done without overtaxing the school secretary should be referred to the Administrative Assistant.

e. The Administrative Assistant will act as staff liaison between the committees and the Superintendent, and that any communication to the Board will be forwarded through the Administrative Assistant to the Superintendent.

SOURCE: Alfred I. duPont School District, Wilmington, Del.
DATE: 2/15/71

EPS/NSBA File: BBF

ADVISORY COMMITTEES
(School Committees)

The Board of Education and administrative staff desire to maintain and develop a close working relationship with the patrons and civic leaders in each of the more than 100 school communities serviced by the Charlotte-Mecklenburg School System. This relationship with community leadership can be best maintained through the creation by the Board of a school committee for each school in the system. In addition, a committee will be organized for each of the high-school areas. These area committees will be composed of the chairmen of the high school and feeder school committees. The purpose of the area committees will be to discuss the problems of the schools in the area and to serve to coordinate the efforts of the school committees. A central committee will be formed to be composed of the area school committee chairmen and a representative from the administrative staff. The central committee will act as a clearinghouse for ideas and information concerning school committees.

SOURCE: Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
DATE: 5/1/64; amended 1/28/69

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ADVISORY COMMITTEES
(School Committees)

The following rules and regulations will govern the operation of school committees:

1. Each and every school in the system shall have a school committee.

2. The committee will consist of five members.

3. Originally one member was appointed by the Charlotte-Mecklenburg Board of Education for a term of one year, two for a term of two years, and two for a term of three years. Hereafter, the duly elected PTA president will automatically become a member of the committee and serve during his or her term of office, and reappointment of the PTA president to the committee will be for one additional three-year term at the discretion of the Board. The other members of the committee will be appointed by the Board for a term of three years, all appointments to be effective July 1, and will be eligible to serve for a maximum of two consecutive terms. In the case of co-presidents of the PTA, membership on the committee shall be determined by the individuals concerned. The Board will fill any vacancies occurring in committee membership other than the normal expiration of terms of service. A chairman and a vice chairman shall be elected annually by members of the committee.

4. Each committeeman shall be a person of intelligence, of good moral character, and one who is known to be in favor of public education and who resides in the school attendance area. No committeeman shall serve on more than one school committee at the same time. Moving from the school attendance area being served automatically terminates membership on the committee.

5. No person while employed as a teacher in either a public or a private school or while serving as a member of the Board or serving as an employee of the Charlotte-Mecklenburg Schools or who is prohibited by the state constitution shall be eligible to serve as a member of the school committee.

6. It shall be the duty and responsibility of the school committee to work with the principal of the school, the faculty of the school, and the parent-teacher association executive board of the school by providing advice, support, and guidance in matters relating to the general welfare of the school.

7. It shall be the responsibility of the school committee to act as liaison between the school board and lay citizens in the individual

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school attendance area for interpretation, review, and study of matters relating to the individual school.

8. It shall be the responsibility of the school committee to act as liaison between the school board and lay citizens in the individual school attendance area for interpretation, review, and study of matters relating to the total system.

9. School committee members will be called upon from time to time to work with special groups on particular problems.

10. School committees should meet on a regular basis at least three times each year and on as many other occasions as necessary to maintain a close knowledgeable relationship with the problems and opportunities of the individual school and the school system. The school principal should normally meet with the committee and serve as secretary for the committee, keeping accurate minutes of the activities of the committee and providing copies of these minutes to each school committeeman and the office of the superintendent of schools.

SOURCE: Charlotte-Mecklenburg Public Schools, Charlotte, N.C.
DATE: 5/1/64; amended 9/13/66, 6/13/67, 2/13/68

ADVISORY COMMITTEES

1. Prospective Members. The Superintendent shall maintain a list of lay citizens and staff members who have served on advisory committees, who are currently serving, who have expressed a willingness to serve, and who have been or appropriately might be recommended for such service. The list shall include not only the names of persons who are in accord with current Board policies, but also the names of those who are not. When committee members are needed, the Superintendent shall submit names of qualified persons to the Board, giving preference to those who have not previously served.

2. Appointment of Committee Members. All appointments of citizens to advisory committees for the Board shall be made by the Board. The Board may appoint members from the list of names submitted by the Superintendent or from any other source it deems appropriate. All appointments of staff members to citizens' advisory committees for the Board shall be made by the Superintendent with the approval of the Board.

3. Liaison. The Board may appoint one of its members to provide liaison with each of its advisory committees. A Board member serving in such capacity shall meet or communicate with the committee as he deems appropriate.

   Each member of the Board shall be available upon request to attend meetings of any citizens' committee and each member shall be encouraged to attend meetings of various committees at his convenience.

   The Superintendent shall appoint a member of his staff to serve as a channel of communication between his office and all Board committees. The person serving in this capacity shall meet or communicate with committees and committee assistants as he deems proper, keeping informed as to activities, providing for the use of resources, and advising in the preparation of reports.

4. Correspondence. Correspondence between the Board and its advisory committees shall ordinarily be conducted by the secretary of the committee through the Superintendent with the advice of the president. The Superintendent shall transmit the contents of any communication from a committee to the Board at its next meeting or before if he deems it necessary.

5. Joint Meetings. When a committee is ready to submit its final report describing its activities, findings, and recommendations on each

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assigned topic, the Board shall, on request, attempt to arrange a joint meeting for the purpose of receiving the report. A summary of agreements, requests, and major viewpoints expressed in each joint meeting shall be prepared and copies sent to the Board and to the committee.

SOURCE: Fairbanks North Star Borough School District, Fairbanks, Alaska (abridged)
DATE: 8/5/69

EPS/NSBA File: BBF

ADVISORY COMMITTEES
(Advisory Registry)

An advisory registry shall be established of volunteer individuals knowledgeable in such specific fields as finance, accounting, education, personnel, building, transportation or maintenance.

The Board shall select personnel from the registry to serve only when called upon as a resource of knowledge for a specific problem. The registry personnel is not authorized to make any final decisions or to set policy. Rather it will furnish material or knowledge to a school board committee, as a basis for sound recommendations to the Rockford School Board.

The registry personnel will not function in any other capacity nor have a specific term of service.

The classified registry of volunteers may have as many as a few hundred people with each individual assigned to a certain classification.

A public request will be made for persons interested in serving on the advisory registry.

Information solicited from each volunteer will include name, address, phone number, occupation, and area of interest.

SOURCE: Rockford Unit School District, Rockford, Ill.
DATE: 5/25/70

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COMMUNITY INVOLVEMENT IN DECISIONMAKING

1. The Board of Education must assume leadership in any plan to involve citizens at the local level in educational planning.

2. The Board must be constantly in contact with the community and transmit the concerns of the community to the professional staff of the schools.

3. The Board must hold administrators and teachers accountable for the relevancy and effectiveness of the school program.

4. Community involvement must begin at the neighborhood level with the principal a key figure in the process.

5. In planning for community involvement, community organizations, teachers, city government representatives, students, parents, and any other concerned group, must be brought into the discussion and decisionmaking.

6. Community involvement does not necessarily mean breaking up the school district into separate entities.

7. Community involvement should be regarded as a process rather than merely a matter of arrangements. Adequate safeguards must be included, however, to assure a means by which concerns may be expressed by citizens at a level lower than the central board.

8. The Board should spell out with certainty what it means by community involvement and set forth clearly defined goals and carefully delineated powers for local groups.

9. Local involvement must assure that due process will be observed in making changes and capricious and arbitrary actions will be avoided.

10. Experimental projects must be clearly defined as such and all concerned parties must agree to a "hands off" attitude for the duration of the experiment.

11. Provision must be made for periodic review of arrangements involving local people so that the process may remain dynamic and self-renewing.

SOURCE: From a report of the Council of Big City Boards of Education, National School Boards Association
DATE: 5/69

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